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THE ROUND TABLE

A COMPOSITION COURSE BASED ON THE WAR

At the beginning of the great war some educators forbade the teachers under their supervision to study the war in the classroom. Others used it as a basis for the study of geography and history. Now that our own nation is involved in the life-and-death struggle we cannot ignore it. These are the most thrilling times that any of us will live through. We cannot be good Americans unless we know why and how our country is giving her wealth and her blood. Too long have we stood aloof, saying that it was none of our business.

The youth of today will be the men and women of tomorrow, the rulers of our democracy. Shall it be a worthy democracy or a perversion of the name? The impressions gained now will be lasting. The future can be understood only in the light of the present. Clear thinking is needed more than ever when the world is upside down.

Few families have not sent some member to serve his country. We are making history. Should not this vital interest be utilized and directed?

A unified course for a term gives continuity of thought and interest. Greater maturity of comprehension and expression is obtained. Pupils who learn to use the magazines, through the *Reader's Guide to Periodical Literature* and the *New York Times Index*, and how to find in a recent book what they want to know, have grown in power.

It is not intended that the following subjects should be followed exactly. Many should be limited in scope, according to the age of the pupils and the material available. They are suggestions as to possibilities.

THE GREAT WAR

1. *The beginnings* (Short talks by pupils.)
 - a) The assassination in Serbia
 - b) An exchange of telegrams
 - c) How the nations explained the war: diplomatic papers
 - d) The invasion of Belgium
 - e) The entrance of England
 - f) How armies were mobilized
 - g) Experiences of some Americans abroad in 1914

2. *Striking scenes* (Descriptions based on illustrations and articles in periodicals. Some may be oral; others written, for criticism.)
 - a) Rheims after the first bombardment
 - b) Verdun during the siege
 - c) A recruiting scene
 - d) Scene in rural Poland
 - e) Serbian (or Belgian) refugees
 - f) A hospital scene
 - g) Returning soldiers
3. *The entrance of America* (Concise expositions on phases of the subject may be oral or written.)
 - a) What neutrality means
 - b) The attitude of most Americans in 1914-17
 - c) The sinking of the "Lusitania"
 - d) The submarine campaign
 - e) The President's war message
 - f) Comparison of the declaration of war against Germany with the declaration of war against Spain
 - g) Standing by the President
4. *The Army* (Expository outlines may be followed by short essays developed from them.)
 - a) Our great military academy
 - b) What is meant by the Regular Army
 - c) What is the National Guard?
 - d) What is the National Army?
 - e) The organization of divisions
 - f) A typical day of a soldier
 - g) The qualities of an ideal soldier
5. *Creating an army*
 - a) The selective draft
 - (1) Method of selection
 - (2) Why it is considered the best way
 - (3) Comparison of this draft with that of 1863
 - (4) England's conscription law
 - b) Volunteering
 - (1) The method of 1861
 - (2) Why this is considered bad now
 - (3) How recruiting is carried on
 - (4) Why so many applicants are rejected
6. *Training an army* (Oral reports, based on outlines previously criticised.)
 - a) The value of school and factory drilling
 - b) The Plattsburg Camp (or some other)
 - c) What the student officers learn
 - d) A typical day in camp

- e) Restrictions of a soldier's life
- f) The departure of the privates for camp (This may be description if the pupils have seen them go.)
- g) A city that grew up by magic
- h) Routine in camp
- i) The soldier's playtime
- 7. *The work of the engineers* (Outline and essay, or oral report.)
 - a) The man who handles the great guns
 - b) Building bridges for an army to cross
 - c) Keeping up the railway communication
 - d) Rebuilding damaged engines
 - e) Necessity is the mother of invention
- 8. *The navy* (Concise, clear exposition.)
 - a) The Naval Academy at Annapolis
 - b) Why a great nation must have a great navy
 - c) General organization of the navy
 - d) A super-dreadnaught
 - e) A battleship
 - f) A cruiser
 - g) A destroyer
 - h) A submarine
 - i) The day of a common sailor
 - j) A year in the navy
 - k) Launching a great ship
 - l) How the navy of Great Britain protected us
 - m) How the invention of the "Monitor" affected the Civil War
- 9. *Aviation* (Longer essays based on outlines.)
 - a) The rapid development of the aëroplane
 - b) How the aëroplanes are used to aid the advancing army
 - c) How aëroplanes injure the opposing army
 - d) How news can be taken behind the enemy lines
 - e) How battles are fought in air
 - f) Zeppelin invasions
 - g) Thrilling experiences
 - h) The importance of the Liberty Motor
- 10. *Trench warfare* (Clear exposition.)
 - a) Digging an army in
 - b) The advantages of the trench
 - c) How a trench is taken
 - d) What a trench system is
 - e) Thirty-six hours in a trench
- 11. *The farm and the war* (Talks in class, based on outlines.)
 - a) Necessity of provisions for Europe
 - b) Necessity of provisions for our people

- c) How the average farmer can increase the food supply
 - d) How we can conserve it
 - e) The help problem on the farm
 - f) How the city boy can help on the farm
 - g) The value of the garden
 - h) The relation between the weather and the crops
 - f) The regulation of the prices of farm products
12. *The factory in the war* (Talks in class.)
- a) Why men can serve the country patriotically in some factories
 - b) The importance of the ammunition-making
 - c) The clothing of the soldiers
 - d) The value of rubber goods
 - e) The increasing wage-scale
13. *Transportation in the war* (Longer essays.)
- a) The ship problem
 - b) What the United States is doing to solve the problem
 - c) Government control of railroads in war time
 - d) How war affects railway schedules
 - e) Taking an army to camp
 - f) Getting an army across the channel or the sea
 - g) The automobile as a passenger machine in war
 - h) The automobile as a freight car in war
 - i) The automobile as a leveler of the land
14. *Telling the news* (Letters may be written in class, after reading some in magazines, or after study of some war pictures.)
- a) Account of a charge by "tanks," written by a soldier to his family
 - b) "How we took a trench," told in a letter
 - c) "Scaling the mountains," told in a letter
 - d) Description of the devastated district of Northern France, told in a letter
 - e) A mother's letter to her son, telling about the hardships of the rest of the family
 - f) Letter from a younger brother or sister to a soldier in the field
 - g) Letter from a boy in camp to his brother or sister
15. *The censorship* (Talks in class.)
- a) Why foreign mails are searched
 - b) Why cable messages must be censored
 - c) The use of the wireless stations by the enemy
 - d) How "pacifist" meetings are an aid to the enemy
 - e) The voluntary self-censorship of the press
 - f) Some of the mistakes of European censors
16. *The Red Cross* (Talks by some pupils. Written expositions may be passed in by others.)
- a) The work of Florence Nightingale
 - b) The origin of the Red Cross

- c) Sketch of Clara Barton
- d) Emergency work of the Red Cross
- e) The hospital work in the field
- f) The Red Cross dogs
- g) Story of a Red Cross nurse
- h) How we can help the Red Cross work
- 17. *Women in the war* (Talks or short essays.)
 - a) The value of women as nurses
 - b) The inspiration of the woman at home
 - c) How women are taking over the clerical work of men
 - d) How women in England are doing manual labor
 - e) The skill of women in munition factories
 - f) The woman in the home as food-conserver
 - g) Sewing and knitting for the Army and Navy
 - h) The probable effect on the political status of women
 - i) The probable effect on the industrial status of women
- 18. *Raising the money*
 - a) Cost of this war compared with that of former wars
 - b) Germany's promises to pay
 - c) War taxes in England
 - d) War taxes in America
 - e) Floating a Liberty Loan
 - f) Why a government bond is a good investment
 - g) Why the United States has loaned money to the Allies
 - h) How England's colonies rallied to her support
 - i) The effect of the war on the financial rank of the United States
- 19. *The literature of the war*
 - a) The work of the war correspondent
 - b) The effect of the war on the contents of magazines
 - c) The war as a background for fiction
 - d) Various kinds of war poetry
 - e) The popularity of serious books on the war
 - f) The attempts to interpret history
- 20. *Reconstruction* (Talks in class.)
 - a) How modern miracles are performed (making men whole again)
 - b) Teaching the blind to work
 - c) Finding new work for the crippled
 - d) Rebuilding homes
 - e) Bringing back the refugees
 - f) Industrial adjustment
 - g) Paying the bill
- 21. *Can any good thing come out of war?* (Class discussion.)
 - a) The hatred of race for race
 - b) The physical deterioration
 - c) The waste of human life

- d) The waste of material wealth
 - e) How a nation finds its soul
 - f) The curtailment of the liquor traffic
 - g) The revival of patriotism
 - h) Purification by suffering
 - i) The spirit of service
 - j) The supreme self-sacrifice
 - k) The battle for an ideal
 - l) The lessons of thrift
 - m) The decline of autocracy
22. *Problems of policy* (Debates. Pupils not in the debate may write briefs for criticism.)
- a) Should zone rates for periodicals be made legal?
 - b) Should incomes of less than two thousand dollars be taxed?
 - c) Should smaller denominations of Liberty Bonds be issued?
 - d) Is the insurance system preferable to the pension system?
 - e) Should all boys over fourteen be required to take military training?
 - f) Should newspapers printed in foreign languages be permitted?
 - g) Should children who are not citizens be required to salute our flag?
 - h) Should officers of the National Army receive the same pay as corresponding officers of the Regular Army?
 - i) Should "soap-box orators" be permitted to hold public meetings in war time?
 - j) Should the government officially censor the newspapers?
 - k) Should soldiers who have enlisted in the armies of our Allies receive by national law the restoration of citizenship?
 - l) Should a coalition cabinet be formed in war time?
 - m) Should the government fix prices for all commodities?

CORNELIA CARHART WARD

HUNTER COLLEGE HIGH SCHOOL
NEW YORK, N.Y.

THE PLAY PRODUCER'S NOTEBOOK

PLAY: *The Midlanders*. TYPE: Comedy. Political theme and romantic interest.

AUTHOR: Charles Jackson. Dramatized by Edward Richards and Doris Hayes.

PUBLISHER: Bobbs-Merrill Co., Indianapolis, Indiana.

PRICE: (In manuscript.) Royalty \$25.

CHARACTERS: Sixteen male, six female.

SCENE: One interior.

PERIOD: Modern.

TIME OF ACTION: Two hours and a half.